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Approved For Release 2000/04/18 : CIA-RDP80-00503A000100030001-7

18 August 1977

MEMORANDUM FOR: Director of Training

VIA: Chief, Functional Training Division

FROM:

25X1A

Course Co-chairmen

SUBJECT: Course Report, Intelligence Process Course
No. 4-77, 13 July - 9 August 1977 (U)

(U/AIUO) The Intelligence Process Course (IPC) concluded on 9 August 1977 with no major problems noted by either staff or students. This running of the IPC was shortened from five weeks to four weeks, full time. The course objectives (Attachment 1) were well met in the opinions of the course co-chairmen. Student reaction to the course was mixed, but generally positive.

1. (U/AIUO) Student Participation (Attachment 2)

The degree and kind of class interest and participation was influenced by external events. The Washington Star ran a story the day the course began predicting [REDACTED] resignation and a purge of senior DDO officials. The day before the course ended, the DCI outlined and discussed the reorganization with senior Agency officers. Chief, Functional Training Division briefed the class on this session the following morning. As career trainees, virtually everyone (except those few sponsored by offices) was concerned that their ultimate assignment would be in an organization and slot significantly different from that anticipated when they began the program. The rumors and ultimately organizational changes were major distractions during the four weeks. To a greater degree than previous classes, this group was interested more in the personally "useful" elements of the course than the broader appreciation of the varieties of analytical processes and products of the Agency and Community. For example, several were interested in a functional directory with names and extensions, more office wiring diagrams, and the full briefing course. They were a serious and troubled group, generally active in discussion sessions with the speakers although noticeably less interested in technical presentations.

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2. (U/AIUO) Student Evaluation (Attachment 3)

On a scale of 1 to 7, with 7 being "highly satisfactory," the students rated this IPC at 5.1 as having achieved its stated objectives.

3. (C) Student Observations and Suggestions

Comments on the course content to some degree tended to balance out. Criticism and praise of the various presentations were, for the most part, about equal. There was, however, a fairly prevalent feeling by the students that the course could be "tightened up" by reducing some redundancy in the individual presentations and even perhaps by reducing the lunch and break times.

The highest ratings were given to [REDACTED] of OSI for his discussion of behavioral analysis, [REDACTED] of the DDO, [REDACTED] of OWI, and [REDACTED] from the IC Staff. The visit to [REDACTED] (NPIC & OIA) also received very high marks.

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The visit to NSA was ranked as the least productive session in the course. Many thought the presentations were too technical and felt that an overview of NSA in half the allotted time would be better. Defense Intelligence Agency ran a close second in negative criticism. The particular case study presented by [REDACTED] was rated as much too technical and not revealing of what DIA's role is in the overall intelligence process.

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[REDACTED] briefing sessions were generally well received. Many felt, however, that it should either be expanded or dropped from the course. Some felt that the IPC is the wrong place to attempt to improve briefing capabilities.

Principal recommendations were toward "tightening up" and shortening the course. Some felt that the elimination of redundancies, especially in discussing the various finished intelligence publications, fewer presentations per office, and shorter breaks would accomplish this. Several students suggested either a visit to INR/State

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or a presentation by them would be worthwhile. We had been unsuccessful in our efforts to schedule a State presentation. There were also several queries on learning more about the feedback process (i.e., consumer-to-producer.)

4. (U/AIUO) Problems Encountered

The course ran very smoothly. Only one change in the third week of the schedule was required and this was not disruptive.

5. (U/AIUO) Results of Course Changes

This was the first four week (shortened from five weeks) running of the IPC. The basic format was retained, with virtually nothing in course content sacrificed. Major deletions were the briefings by the U.S. Army Security and Intelligence Command (INSCOM) and the Pentagon visit to the National Military Indications Center.

We provided an open collection of readings on a wide variety of topics related to the intelligence process in lieu of individual student notebooks. Also a current reading table primarily of Agency raw and finished intelligence was established and updated regularly. These seem to encourage students to do more reading than in the past.

6. (U/AIUO) Future Changes and Innovations

Although not specifically defined as yet, some changes will be made in the course to stimulate more direct student involvement. More exercises designed to test the students on their understanding of the various phases of the intelligence process will be considered. ✓

The addition of a visit to or a presentation by INR/State will be made. ✓

While we don't plan to eliminate the NSA visit, we do intend to discuss with them some reorientation of their presentations. In like manner, we will stress to the next DIA contributor that while case studies can be interesting, the class also needs an overview of where DIA fits in the community and the intelligence process cycle. ✓

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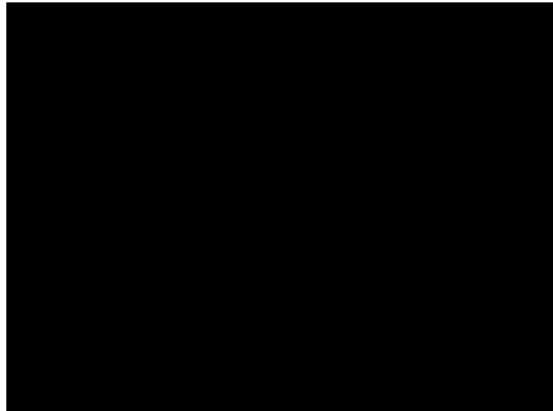
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We recommend a set of changes that would impact on the entire career trainee training cycle. The establishment of objectives for the overall cycle, and coordination among course chairmen to insure coverage of these objectives, would provide the foundation for a more effective and professional training program. Clearly defined objectives and an integrated training cycle also would better prepare the trainees for the long program of instruction. The October-November running of the IPC will be the first offered exclusively for non-career trainees. But our hope is that the January scheduling may evolve from the steps recommended above.

7. (U) Class Composition

Attachment 4.

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Attachments:

- 1 - Course Outline
- 2 - Course Roster
- 3 - Evaluation Form
- 4 - End-of-Course Data

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